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ABSTRACT

North York defines Special Needs Schools as those in communities characterized by a higher than average percentage of: children under 15 years of age, one parent families, women in the labor force, people whose mother tongue is not English, multiple family housing, or family mobility. During the fall of 1982 the Special Needs Evaluation Committee distributed a questionnaire to all teachers (n=317) in Priority I Special Needs Schools and, for comparison, a sample of teachers (n=283) in Non Special Needs Schools. The questionnaire included three sections: Student Characteristics, School Structure and Staffing, and School-Community Relationships. Fewer Special Needs teachers perceive their students to have serious interpersonal and communication problems than in 1980. Special Needs teachers have a more accurate perception of their students' learning difficulties than earlier. Except in the area of enrichment, the majority of Special Needs teachers see special education as adequately funded. Though Special Needs teachers perceive their work as particularly demanding, morale is higher than in Non Special Needs Schools. Special Needs teachers expressed awareness of communication problems between themselves and parents, but were positive about the school's relationship with community agencies. (BW)

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TEACHERS' PERCEPTIONS OF THEIR STUDENTS, SCHOOLS AND COMMUNITY

Special Needs and Non Special Needs Schools

TM 820 613

Special Needs Evaluation Committee

January 1983

Special Needs Evaluation Committee

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INTRODUCTION

Background

In April 1981 the Board approved a report establishing Special Needs Schools i.e. schools in communities characterized by a higher than average percentage of:

- children under 15 years of age
- one parent families, separated and divorced household heads
- women in the labour force
- people whose mother tongue is not English
- multiple family housing
- family mobility.

In a needs assessment survey conducted for the Board in 1980 by Dr. Anne Keeton of the Ontario Institute for Studies in Education, educators in "high need" schools reported that their students:

- had special learning needs (25 - 50% higher than provincial averages)
- were below expected levels of academic achievement (1.5 - 2.5 grades behind in mathematics and reading)
- lacked confidence in themselves as learners
- had more serious social and emotional problems than other children.

In the 1982 Annual Report on Special Needs Schools the Evaluation Committee indicated that phase two of their activities would entail collecting information to determine teachers' perceptions of the community and schools in which they work, and their attitudes toward the needs and capabilities of their students. Accordingly, during the Fall of 1982 the committee distributed a questionnaire to all teachers in Priority I Special Needs Schools and, for comparison, a sample of teachers in Non Special Needs Schools. This report outlines the results of this second phase of the data gathering with respect to Special Needs Schools.

Purpose

There were two purposes in collecting data from teachers:

i) To determine if there has been any change in perceptions and attitudes since the 1980 study by Keeton.

ii) To determine the extent to which the perceptions and attitudes of teachers in Special Needs Schools are different from teachers in Non Special Needs Schools.

METHOD

Development of the Teacher Questionnaire

The questionnaire used in the present study was based on the one used by Dr. Keeton in the 1980 needs assessment survey. The Special Needs Evaluation Committee met several times to consider the selection of those items which they felt would be most appropriate and to reword some of the items so that the response required was a rating scale rather than a written response. Two committee members field-tested the questionnaire with their respective school staffs and final revisions were made based on their suggestions.

The final draft of the questionnaire included 20 items organized in three sections as follows:

A. Student Characteristics

B. School Structure and Staffing

C. School Community Relationships

Sample

The sample for the 1982 study included all teachers (i.e. 317) in the 14 schools designated as priority I Special Needs Schools. In addition, 283 teachers in 19 schools which are not Special Needs Schools were surveyed. The Non Special Needs Schools were selected to be representative of both the Western and Eastern regions and to approximate as closely as possible the Special Needs Schools in terms of the size of the student population.

Procedure

During early October, 1982 the Committee requested the endorsement of the Superintendents of Schools to include teachers in Non Special Needs Schools as part of the survey. The Family Assistant Superintendents informed the principals of the selected schools in their families and requested their co-operation.

In late October 1982, the principal of each participating school was sent copies of the questionnaire and return envelopes and asked to distribute them to each member of the teaching staff. The questionnaires for Special Needs Schools were pre-coded with the school number to enable principals to request a summary of the responses for their school. Non Special Needs Schools were not identified in this manner.

One week after the questionnaires were distributed, each principal of the Special Needs Schools was telephoned to ask him/her to remind staff to complete and return their questionnaire. A reminder memo about the return date was sent to the principal of each Non Special Needs school.

RESULTS

Questionnaires were returned by 73% of the teachers in Priority I Special Needs Schools and by 61% of the teachers in the selected Non Special Needs Schools.

The responses to each question were tallied and percentages calculated for each group. Tables summarizing this information are presented in Appendix A. In addition statistical comparisons were carried out for most questions using the chi square test:

i) a comparison of the responses of the Special Needs teachers, 1982 with the responses of teachers in the Keeton study, designated as Special Needs, 1980.

ii) a comparison of the responses of Special Needs 1982 teachers with those of Non Special Needs teachers.

The chi square values and corresponding level of significance are shown in each table for each comparison. The chi square statistic allows you to determine whether the differences in the distributions for the two groups could happen by chance or are significant.

Description of Participants, Keeton Survey, 1980

Keeton's needs assessment survey was carried out in ten North York communities identified as "high service potential", that is "containing communities in which there is a higher than average need for the support of community groups, medical and social service agencies" (Keeton, p.2). Twenty-seven elementary schools which serve those ten communities were identified as the focus of the survey. "It was decided not to define schools in terms of special needs, that is as having a higher than average proportion of children with special needs, but to select the schools on the basis of their proximity to high service potential communities. Therefore, some schools were omitted from this list when in fact they serve a significant proportion of children with special needs. The converse is also true, that some schools appear on the list since they serve a "high service potential" community, although the proportion of children with special needs in a particular school may be quite low." (Keeton, p.10). Twelve of the 14 schools currently designated as Priority I Special Needs Schools were included in Keeton's survey.

The final draft of the teacher questionnaire developed by Keeton was very long and consequently a decision was made to divide the questionnaire into two parts, each containing half of the questions on each topic. Each teacher in the 27 schools received one of the two forms of the questionnaire. Questionnaires were returned by 265 teachers (52%), 133 completing form A and 132 completing form B.

In the following sections, comparisons are made of the findings from the Keeton survey with those from the current survey. The reader is cautioned to remember that Keeton's sample was drawn from a much broader range of schools varying in the proportion of children with special needs, while the current Priority I schools are more homogenous in that they all serve a significant proportion of children with special needs.

Description of the Respondents, 1982

Teachers were asked to provide information with regard to the grade level at which they currently teach and their years of teaching experience. The following table shows the percent of teachers in each group teaching at each grade division.

	Kindergarten %	Primary Grades %	Junior Grades %	Other %
Special Needs 1980	15	24	22	39
Special Needs 1982	16	30	30	24
Non Special Needs 1982	12	33	33	23

Teachers were asked to indicate the number of years they had taught at their present school as well as their previous teaching experience. Sixty-three percent of Special Needs teachers (1982) and 66% of Non Special Needs teachers have taught three or more years in their present school.

Years of Teaching Experience in Present School

	Less than One %	One %	Two %	Three - Five %	More than Five %	N.A. %
Special Needs (1982)	19	7	10	27	36	
Non Special Needs	11	9	13	25	41	1

As for prior teaching experience, 55% of the Special Needs teachers had three or more years experience in Non Special Needs Schools, while 26% of the Non Special Needs teachers indicated three or more years experience in Special Needs Schools.

Years of Teaching Experience Prior to Current School

	Special Needs						Non Special Needs					
	0 %	1 %	2 %	3-5 %	More Than 5 %	N.A. %	0 %	1 %	2 %	3-5 %	More Than 5 %	N.A.
North York Special Needs School	19	4	5	13	17	41	17	4	3	10	16	50
North York Non Special Needs School	5	4	8	16	39	28	9	4	2	11	48	26
Elsewhere	7	5	7	12	21	48	7	4	5	10	14	60

SECTION A: STUDENT CHARACTERISTICS

Teachers were asked to respond to 10 questions about the characteristics of the children in their classes or groups. Results have been organized in three sections as follows:

1. Social and Emotional Characteristics
2. Academic Characteristics
3. Values and Discipline

Social and Emotional Characteristics

Teachers were asked the extent to which their students had interpersonal and communications problems in five areas:

- being sensitive to the feelings of others
- respecting the rights of others
- being sensitive to children with special problems and handicaps
- working together co-operatively
- expressing their thoughts and feelings.

For each of these items, the general pattern of results that emerged was the same, notably that according to teachers' perceptions, problems in each area have decreased in Special Needs Schools since 1980 (Tables 3a - e, Appendix A). In 1980, for instance, 62% of the Special Needs teachers surveyed reported that their students had serious problems in the area of being sensitive to the feelings of others. In 1982, however, 34% of Special Needs teachers reported that their students had serious problems in this area. In Non Special Needs Schools, 18% of the teachers surveyed perceived that their students had such problems.

The corresponding results for each of the other areas are as follows:

Serious problems in . . .	Special Needs 1980	Special Needs 1982	Non Special Needs 1982
. . . Respecting the rights of others	61%	43%	20%
. . . being sensitive to children with special problems and handicaps	34%	20%	9%
. . . working together cooperatively	55%	38%	20%
. . . expressing thoughts and feelings	62%	43%	24%

While the chart above indicates teachers' perceptions of the extent of serious problems, it is interesting to note, after examining Tables 3a - e, that the percentages of Special Needs teachers perceiving no problems in each of these areas have not changed noticeably between 1980 and 1982.

To sum up, while it is obvious from the data presented above that there are significant differences in the perceptions of Special Needs and Non Special Needs teachers in each of these areas, there have also been significant changes in the perceptions of Special Needs teachers since 1980, with far fewer teachers perceiving that their students have serious interpersonal and communications problems. It would appear, then, that Special Needs Schools have had an impact in these areas since 1980.

In a similar vein, teachers were asked about their students' self concept and confidence, and about their ability to get along with others (see Tables 5b and c). Forty-three percent of teachers in Special Needs schools report that their students are average in self concept and confidence when compared with similarly placed children in the average school, while 58% of the Non Special Needs teachers made the same observation.

When they considered their students' ability to get along with others, 50% of the Special Needs (1982) teachers considered their students to be average, while 61% of the Non Special Needs teachers considered their students to be average with regard to this interpersonal skill.

In the Keeton survey, teachers were asked to rate the extent to which their students differed from similarly placed children in the average school in terms of self concept and ability to get along with others, while in the current survey teachers were asked to rate their students as below average, average or above average when compared with students in the average school. While as is obvious, the format of the question is slightly different in the two surveys and so direct comparisons are not possible, if one considers a rating of "not different from students in the average school" as being similar in meaning to "average when compared to students in the average school" then it is possible to make general comparisons. In 1980, for example, 24% of the teachers felt that their students were "not different" from students in the average school in terms of self concept and confidence, while in 1982 43% of Special Needs teachers rated their students as average. There was a similar pattern of results in terms of "ability to get along with others". In 1980, 31% of teachers rated their students as "not different" from those in the average school, while in 1982 50% of teachers rated their children as average in terms of this characteristic.

Based on these findings, it is evident that the perceptions of Special Needs teachers of their students social and emotional characteristics have changed since 1980. Fewer teachers perceive their students to have serious interpersonal and communication problems and more teachers perceive them to have a positive self image and to be able to get along with others as well as children in the average school.

Academic Characteristics

Five items pertained to the academic characteristics of students. First, teachers were asked to compare the academic achievement of the children in their classes with North York elementary school averages as a whole. In 1980, when Keeton collected similar information, 26% of the teachers in Special Needs Schools felt their students were achieving at the same level as students in the average North York school (see Table 1). In the current study, however, only 9% of such teachers made this response, indicating a significant change. In contrast, almost half the teachers in Non Special Needs Schools (48%) felt their students were achieving at a level comparable to North York elementary school averages.

Secondly, teachers were asked to indicate the percentage of children in their classes having special learning problems such as behavioural, developmental, perceptual, or limited English problems (see Table 2a). Forty-three percent of teachers in Special Needs Schools (1982) perceive that more than half of their students have such problems, while 18% of the teachers in Non Special Needs Schools made this observation. Figure 1 illustrates this trend. The Figure also illustrates that since 1980, the percentage of Special Needs teachers perceiving a high incidence of learning problems among their students has increased. This change may be due, in part, to heightened teacher awareness of existing problems - heightened awareness possibly stemming from early identification programs, special education legislation, the designation of Special Needs Schools, and the work done with teachers in the process of implementing Special Needs interventions. As well, the findings from the

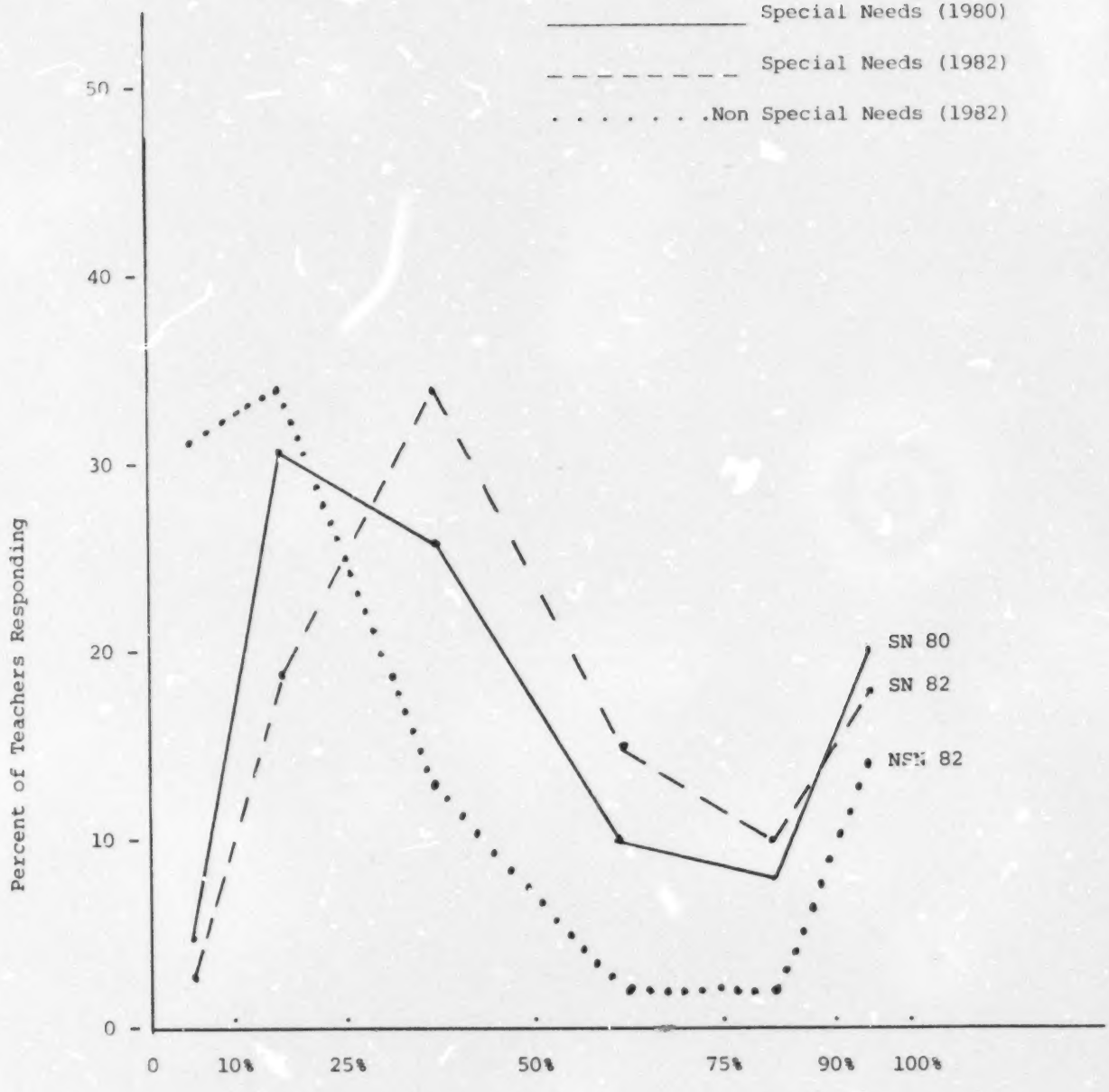

Figure 1: Teachers' Perceptions of the Percent of Children with Special Learning Problems

achievement testing conducted in the Fall of 1981 made it clear that in fact many of the students in the Special Needs Schools are achieving at a level below the expected level for their grade placement. (see Appendix B for the excerpt from the 1982 Special Needs Annual Report which outlines the results of phase one of the evaluation).

Teachers were asked to compare their students with similarly placed children in the average North York school in regard to motivation to learn, and talents and skills, and to report on the percentage of students in their classes with special learning strengths (e.g., giftedness). Fifty-three percent of the teachers in Special Needs Schools (1982) rated their students as average in terms of motivation to learn as compared with 55% of teachers in Non Special Needs Schools (see Table 5a). While there was little difference between Special Needs and Non Special Needs teachers in the "average" rating category, twice as many Special Needs teachers as compared with Non Special needs teachers rated their students as below average. Similarly, 57% of Special Needs teachers (1982) rated their students as average in terms of talents and skills as compared with 68% of Non Special Needs teachers (see Table 5d). Again twice as many Special Needs teachers rated their students as below average.

As noted in the previous section, in 1980 the question with regard to motivation to learn and talents and skills was asked slightly differently. In general terms, however, it appears that more teachers in 1982 perceive their students positively in terms of these characteristics than in 1980.

In regard to the percentage of students with special learning strengths (e.g. giftedness), there was no significant difference between Special Needs and Non Special Needs teachers, with the majority of teachers (i.e., 66% to 76%) reporting that less than 10% of their students have such strengths (see Table 2b).

In summary, the data suggest that (i) there are significant differences between Special Needs and Non Special Needs teachers in terms of their perceptions of their students academic characteristics, and (ii) the perceptions of Special Needs teachers have changed since 1980. For example, in 1982 more Special Needs teachers perceive that a larger percentage of their students have learning problems and fewer teachers perceive that their students achieve academically at the same level as children in the average school. While these findings may seem to be discouraging, they perhaps reflect more accurate perceptions due to a heightened awareness of the nature and extent of their students' academic performance. On the other hand, however, more Special Needs teachers now perceive their students to be average in terms of talents and skills and motivation to learn when compared to students in the average North York school.

Values and Discipline

The questionnaire included three items relating to values. Two of these questions were posed to determine teachers' perceptions of the extent to which the moral and cultural values the student brings from home differ from the values held by students in the average North York school, and from the values presented by the student's school specifically. As indicated in Table 4a), 38% of teachers in Special Needs Schools (1982) perceive there

to be great differences between the moral values of their students and those of students in the average North York school, while 25% of teachers perceive there to be little difference. When compared with the 1980 findings, there are now fewer teachers who perceive great differences (i.e. 38% vs 42% in 1980) as well as fewer teachers who perceive little difference (i.e. 25% vs 32% in 1980). In terms of cultural values, there has been a decrease (from 18% in 1980, to 9% in 1982) in the percentage of teachers seeing little difference between the values of their students and students in the average North York school, and at the same time, there has been an increase (from 54% to 63%) in the percentage of teachers seeing great differences.

More striking is the contrast between Special Needs and Non Special Needs Schools. Thirty-eight percent of Special Needs teachers (1982), as opposed to 15% of Non Special Needs teachers, perceive great differences between the moral values of their students and students in the average North York school; while 63%, as opposed to 26%, perceive large differences in cultural values.

The second question in this area asked teachers to indicate the extent of the differences between the value systems their students are exposed to at school and at home. Results show little change since 1980, with 63% of the teachers in Special Needs Schools today perceiving serious differences between home and school value systems as compared with 64% in 1980 (see Table 6). In contrast, 40% of the teachers in Non Special Needs Schools perceive such serious differences in values.

Finally, teachers were asked to indicate the extent of cultural and racial conflicts in their schools:

- among students,
- among staff,
- between students and staff.

Serious conflicts of this type among staff are reported to be very rare (see Table 8b), being reported by 1% or less of the teachers surveyed in 1982, regardless of type of school. Similarly, there were few reports of serious cultural or racial conflicts between staff and students. While the conflicts that do occur between these groups are rare, they are more likely to occur in Special Needs Schools (where 5% of the teachers surveyed reported serious conflicts of this type) as opposed to Non Special Needs Schools (where 2% reported serious conflicts).

Cultural and racial conflicts among students are reported to be a more common occurrence, and again, more likely to occur in Special Needs Schools (with 21% of teachers reporting serious conflicts among students) than in Non Special Needs Schools (with 10% of teachers reporting them). For this question, current results are not directly comparable with the 1980 results as the question was posed in a different form (i.e., a Yes/No response was required in 1980 as opposed to a rating scale response in the current study). If, however, one interprets the first two categories on the rating scale as being

equivalent to a "No" response in 1980, it would appear that cultural and racial conflicts in Special Needs Schools have decreased since 1980.

The majority of teachers in Special Needs Schools (76%) perceive serious differences between the methods of discipline used in the home and at school (see Table 7). Not only are such differences more commonly perceived in Special Needs Schools than in Non Special Needs Schools (where 48% of teachers perceive serious differences), they have been increasing since Keeton's study in 1980, at which time 66% of the teachers surveyed perceived such differences.

In regard to discipline problems at school (see Table 5 e), three times as many teachers in Special Needs Schools as compared with Non Special Needs Schools (i.e. 29% vs 9%) rated discipline problems among their students as greater than average when compared with similarly placed children in the average North York school.

To sum up, slightly more than one-third of Special Needs teachers perceive their students' moral and cultural values to be considerably different from those of students in the average North York school, while approximately two-thirds perceive serious differences between the value systems children are exposed to at home and at school. Finally, there is some evidence that the number of cultural and racial conflicts in Special Needs Schools may have decreased since 1980.

SECTION B: SCHOOL STRUCTURE AND STAFFING

The questionnaire included three items relating to school stucture and staffing. The first had to do with resource allocation for school programs while the remaining two were related to staff stress and morale.

In regard to resources, teachers were asked to rate the adequacy of resource allocation for special education, E.S.L., and E.S.L./D., and enrichment (see Table 9). Fifty-four percent of the Special Needs teachers (1982) rated resource allocation for special education as being adequate or very adequate. There was no significant difference between this group's response and Non Special Needs teachers, nor did the response differ significantly from the 1980 data.

With regard to E.S.L.and E.S.L./D. programs, 60% and 52% of Special Needs teachers respectively rated the programs as adequately or very adequately funded, indicating no major change since 1980. In contrast, significantly fewer Non Special Needs teachers (44% and 30% respectively) rated funding in these areas as adequate.

With regard to enrichment, 39% of Special Needs teachers rated the area as adequately funded. Again, there were no substantial differences over time or with Non Special Needs Schools.

Generally, then, it would appear that except in the area of enrichment, the majority of Special Needs teachers see these areas as adequately funded.

Eighty percent of the teachers from Special Needs Schools (1982) reported that working in these schools is substantially more demanding than working in other schools (see Table 10). Sixty-four percent expressed this belief in 1980. In contrast, only 29% of the teachers in Non Special Needs schools felt that working in their schools was much more demanding than working in other schools. These trends are illustrated in Figure 2.

Despite the demands and stress that Special Needs teachers feel are placed on them, more of them (40%) report high morale than do Non Special Needs teachers (34%) (see Table 11). In 1980, 28% of the teachers reported low morale. In 1982, 19% of the Special Needs teachers reported morale as low while 35% of the Non Special Needs teachers reported morale as low (See Figure 3).

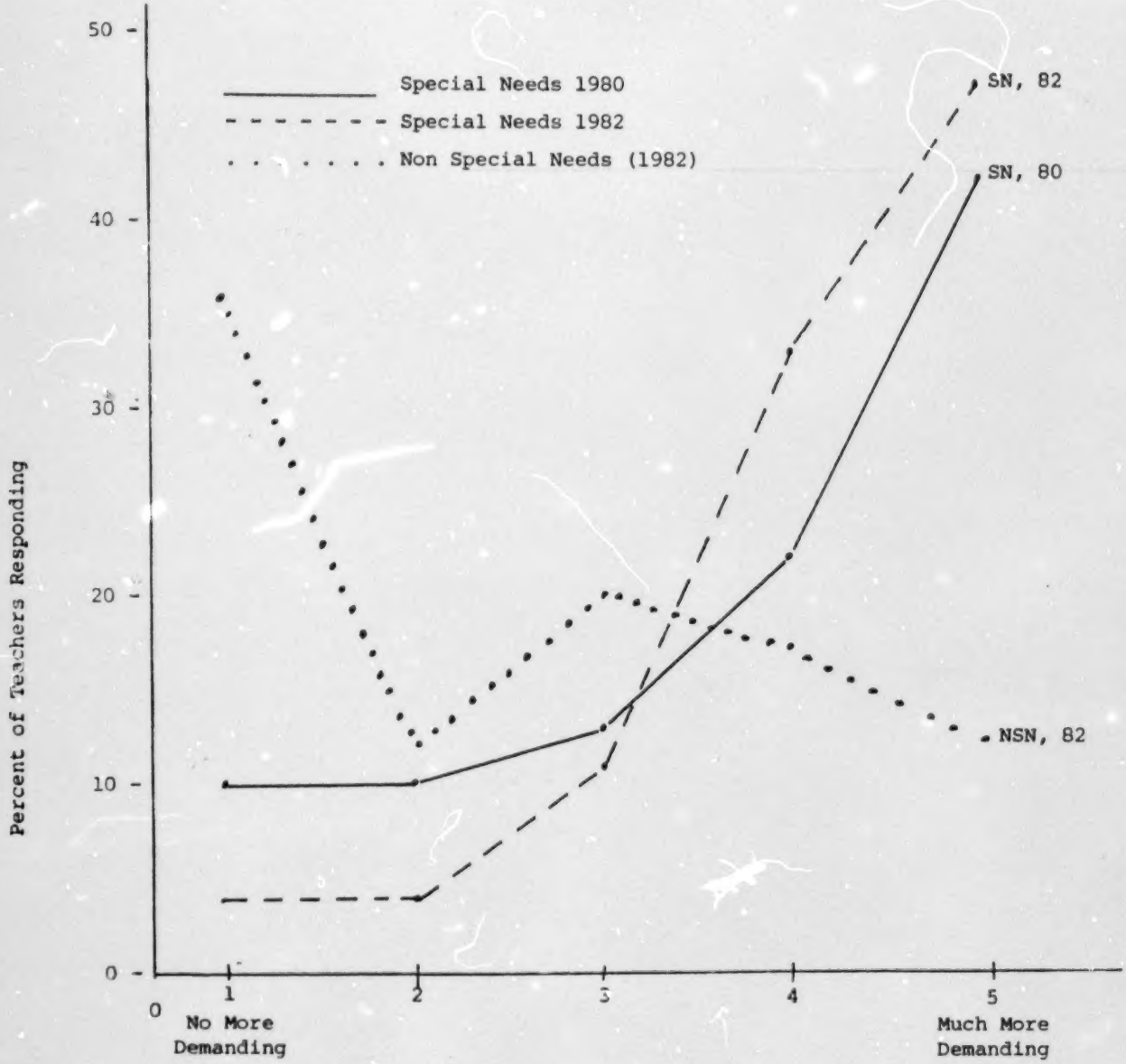

Figure 2. Teachers' perceptions of the demands of working in their school as compared to other schools.

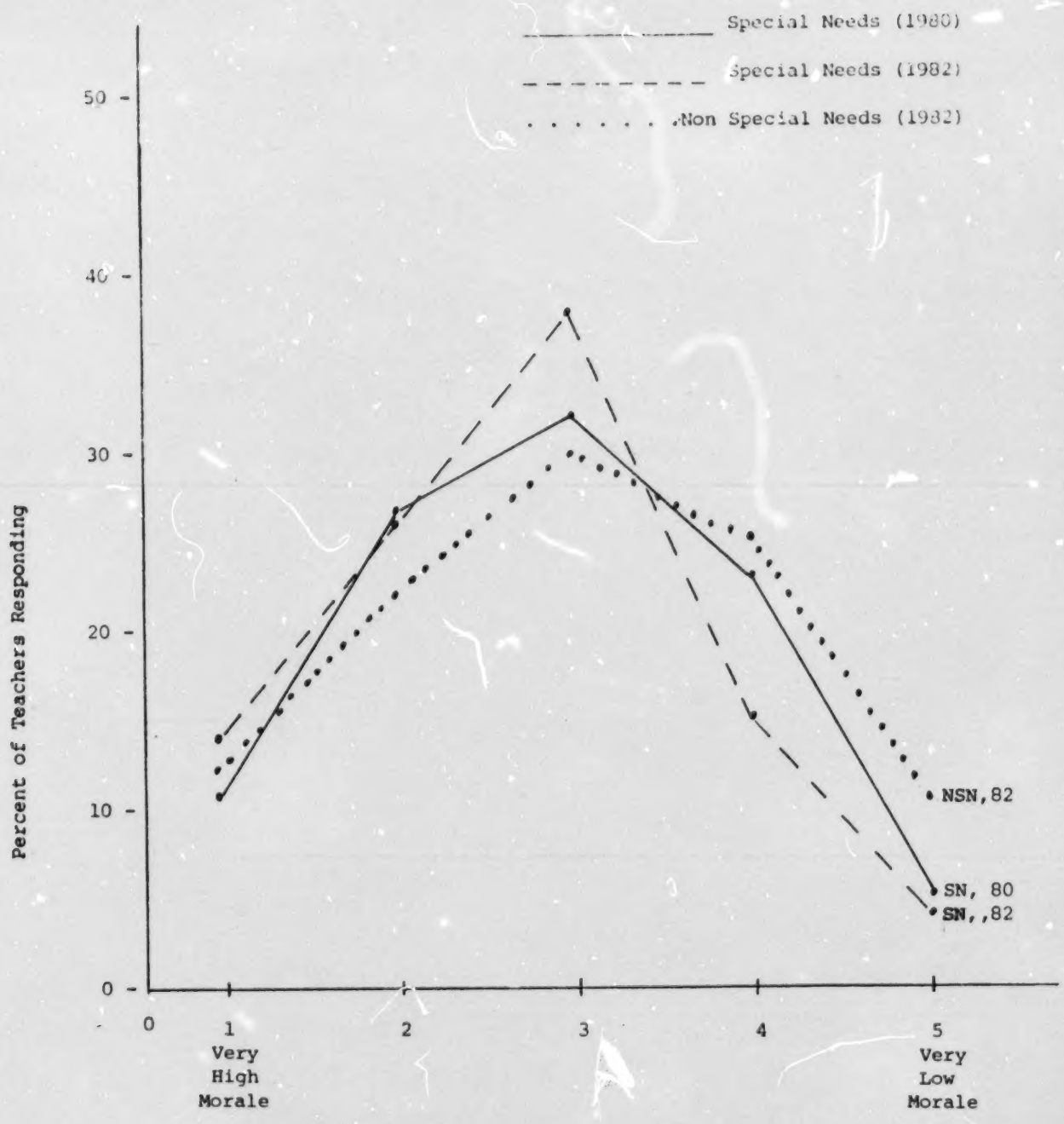

Figure 3. Teachers' perceptions of the morale of the teaching staff in their schools.

SECTION C: SCHOOL-COMMUNITY RELATIONSHIPS

This section of the questionnaire included seven items concerning various aspects of school-community relationships. Results are discussed in three sections as follows:

1. Nature of the school system's responsibilities for a variety of additional services/programs such as provision of breakfast and lunches, after school activities, and nursery school services;

2. School Communication with Parents;

3. Relationships with the Community.

Nature of the Responsibility of the School System for Supervision, Meals, Activities, Services and Programs

For each of the nine services/programs listed in this question teachers were asked to indicate if they considered the school system's responsibility to be

- Full responsibility
- Providing additional staff or funds
- Providing school space
- Developing services through community agencies

(Providing additional staff or funds; Providing school space; Developing services through community agencies: Shared Responsibility)

- No responsibility.

The one point of agreement between the 1980 findings and teachers in Special Needs Schools and Non Special Needs Schools in 1982 was that few teachers felt that the school system should take full responsibility for any of these types of programs/services.

The following table presents a concise summary of the results for this question. The findings for each of the three groups for each part of the question were coded as follows:

S - strong agreement, i.e. 40% or more of the teachers in the group gave that response

P - partial agreement, i.e. 25 - 40% of the teachers gave that response.

(Detailed results may be found in Tables 12 a - i in Appendix A)

TEACHERS' PERCEPTION OF BOARD RESPONSIBILITY FOR PROVISION OF SERVICES/PROGRAMS

		Shared Responsibility			
		Providing Additional Staff or Funds	Providing School Space	Developing Services Through Community Agencies	No Responsibility
Early riser programs	SN 80		P	P	P
	SN 82			S	
	NSN 82		P	P	P
Supervision of children for Parent-teacher meetings	SN 80		P		P
	SN 82	P	P	P	
	NSN 82				S
Supervision of children on Professional Development days	SN 80			P	P
	SN 82			S	
	NSN 82				S
Breakfasts	SN 80				S
	SN 82			S	P
	NSN 82			P	S
Lunches	SN 80		P	P	P
	SN 82		P	S	
	NSN 82		P	P	P

Shared Responsibility

		Providing Additional Staff or Funds	Providing School Space	Developing Services Through Community Agencies	No Responsibility
After School Activities	SN 80		P	P	
	SN 82		S	S	
	NSN 82		P	P	
Nursery School Services	SN 80		S	P	
	SN 82		P	S	
	NSN 82		P	P	S
Saturday Morning Programs	SN 80		P	P	
	SN 82		P	S	
	NSN 82				S
Parenting Programs	SN 80		P	P	
	SN 82	P	P	S	
	NSN 82		P	S	P

As is evident in the table, teachers in Special Needs Schools (1982) felt strongly that the school system should take shared responsibility for providing eight of the nine programs or services listed. The nature of this responsibility should be through working with community agencies to develop such services. The only area where the majority of teachers did not endorse one response was with regard to supervision of children for parent-teacher meetings. In this instance, there was partial agreement for shared responsibility in each of

- providing additional funds or staff
- providing school space
- developing services through community agencies.

This pattern of results is considerably different from the 1980 study. At that time teachers in Special Needs Schoools (1980) had strong feelings that the school system should have no responsibility for providing breakfasts and that the school system should provide space for nursery school services. In five of the items teachers were in partial agreement (25 - 40%) that the responsibility of the school system should be to provide school space for activities, services, and programs and that they should be developed through community agencies.

School Communication With Parents

One vehicle of communication between teachers and parents is through parent-teacher conferences. Teachers were asked to indicate the percentage of parents of children in their classes who usually attend such conferences. In 1980, 52% of Special Needs teachers indicated that 75% or more of the parents attended these conferences as compared with 33% in 1982, a significant change. In Non Special Needs Schools, on the other hand, 61% of teachers report the attendance of 75% or more of parents. (Table 15)

Fifty-five percent of the Special Needs teachers in 1982 thought that the communication between themselves and parents was good or very good. Only 11% rated their communication as poor. This pattern of results is similar to that found in the 1980 study when 64% rated the communication as good and 11% rated it as poor. Nearly 75% of Non Special Needs teachers rated their communication with parents as good, while 4% rated it as poor. (Table 13)

Teachers in the three groups did not differ significantly in their ratings of the effectiveness of the school in communicating with parents. Approximately 40 - 50% of teachers in each group consider the school's communication with parents to be successful about topics such as the way the school is organized and how children progress through the grades. (Table 14)

On the 1982 questionnaire, teachers were asked the extent to which they thought parents should participate in decisions about curriculum and program, school staffing and in the placement of their own children. Because this was

not asked in 1980, comparisons could only be made between the responses of teachers in Special Needs Schools and those participating from Non Special Needs Schools. (See Tables 18 a - c). In general, few teachers feel parents should have full participation in decisions in these areas.

Relationships With the Community

Teachers rated how well they thought the school and community association work together. There were no differences among the three groups with approximately two-thirds of each group feeling they work well together. (Table 16 a)

When teachers indicated their perception of how well the school and social service agencies work together, there were differences between the perception of the Special Needs teachers 1980 and Special Needs teachers 1982. Seventy-five percent of the 1980 teachers as compared with 64% of 1982 Special Needs teachers perceived the school/agency relationship as working well. In 1980, 11% of Special Needs teachers indicated that they didn't know how well the school worked with such agencies; this compares to 26% of the Special Needs teachers in 1982. There were no differences in the ratings between Special Needs teachers 1982 and Non Special Needs teachers. Approximately two-thirds of the teachers in both groups think the schools and social services agencies work fairly well together. (Table 16 b)

Generally then, teachers in the three groups were positive in rating how the school works with community associations and social service agencies.

The opinion of teachers was also sought regarding the extent to which they considered the school to be aware of the needs and concerns of the community. The majority in each group agreed that the school is aware of the needs and concerns of the community. Further, while in 1980 10% of the teachers felt the school is not aware of these needs, only 4% of Special Needs teachers (1982) held this view. (Table 17)

ADDITIONAL COMMENTS

As the final section of the questionnaire, teachers were invited to write in any additional comments they had. These comments are summarized separately for Special Needs and Non Special Needs teachers in the following sections.

Special Needs Schools

The type of written additional comment most frequently made by Special Needs teachers had to do with financial and human resources. Generally, those commenting in this area believe that Special Needs Schools need additional and sustained resources. Specifically, they expressed the need for additional funding, disappointment in regard to last year's budget cuts for Special Needs Schools, the need for additional staff (e.g., aides, resource teachers, ethnic staff), the importance of stability in the placement of Vice-Principals, the need for a reduction in class size, and the advisability of reducing school crowding and obtaining better equipment.

Teachers also commented on the improvements they have observed in Special Needs Schools over the last few years, including improved student attitudes, self-concept, behaviour and achievement, reduced violence, increased staffing, reduced class size, and improved teacher morale.

A few teachers commented on problems in the area of special education, specifically, the lack of resources in this area and the time delays in obtaining appropriate placements for children.

A number of teachers made comments regarding school/community relations. A few for instance, suggested that the school's role is too broad, that the school should not be a daycare service, and that teachers should not be social workers. Others felt that increased efforts to educate and communicate with parents would be helpful, and that input from informed parents re curriculum, staffing, and placement would be appropriate, but that parents should not participate in actual decision-making. A few mentioned that they have observed improvements in school/community relations and in communication and rapport with parents.

Non Special Needs Schools

From their comments, it would appear that in the area of school/community relations, teachers in Non Special Needs Schools share many of the same opinions expressed by Special Needs teachers. For instance, some assert that the schools should not assume an expanded role at a time when financial and human resources are shrinking. Moreover, some feel that communication with parents could be improved and that within certain bounds, constructive and informed input from parents can be helpful.

Several teachers mentioned problems related to cultural diversity in their schools, such as parents who do not speak English, students with special education needs, and staff who do not understand certain cultures. The suggestion was made that additional resources (e.g., more funding, staff, professional development, and lower class size) could be helpful in this area specifically and in Non Special Needs Schools generally.

A few Non Special Needs teachers mentioned that staff morale is low and could use a boost.

A few teachers observed that there are special needs within every school, implying that resources be distributed more appropriately. Three teachers, however, who had previously taught in Special Needs Schools, expressed strong support for these schools. One stressed the importance of extra resources for Special Needs Schools. Another commented that working in such schools is very demanding but highly satisfying. The third observed that Non Special Needs teachers are really not aware of how demanding teaching in a Special Needs School can be, and suggested more "mingling" of teachers in order to heighten awareness.

SUMMARY

Teachers' perceptions of their students.

- The perceptions of Special Needs teachers of their students' social and emotional characteristics have changed since 1980. Fewer teachers perceive their students to have serious interpersonal and communication problems and more teachers perceive them to have a positive self image and to be able to get along with others.

- More Special Needs teachers now perceive their students to be average in terms of talents and skills and motivation to learn when compared to students in the average North York school.

- More Special Needs teachers in 1982 than in 1980 perceive that many of their students have learning problems and fewer of them perceive that their students achieve academically at the same level as children in the average school. These findings were not unexpected, as they reflect more accurate information as a result of last year's evaluation of students' academic performance.

- More Special Needs than Non Special Needs teachers perceive great differences between the values of their students and those of students in the average North York school.

- There is evidence that the number of cultural and racial conflicts in Schools with Special Needs has decreased since 1980.

Teachers' perceptions of school structure and staffing.

- Except in the area of enrichment, the majority of Special Needs teachers see special education as adequately funded. Their responses do not differ from those of Non Special Needs teachers in this regard. However, the latter group is less satisfied than the Special Needs teachers with ESL/D funding.

- Significantly more teachers from Schools with Special Needs than from Non Special Needs Schools report that working in their schools is substantially more demanding than working in other schools. Nevertheless, more Special Needs teachers report high morale than do Non Special Needs teachers.

Teachers' perceptions of school-community relationships.

- Teachers in Schools with Special Needs feel more strongly now than in 1980 that the school system should take shared responsibility for providing programs or services such as P.D. Day supervision, breakfast programs, nursery school and after school services. The nature of this responsibility should be through working with community agencies to develop such services.

- Teachers in the three groups did not differ significantly in their ratings of the effectiveness of the school in communicating with parents. Approximately half of the teachers in each group consider the school's communication with parents to be successful about general topics such as the way the school is organized and how children progress through the grades.

- Many teachers in both Special Needs and Non Special Needs schools feel that parents should be involved in decisions about the placement of their children and about programs offered in the school.

- Fewer Special Needs teachers than Non Special Needs teachers thought that the communication between themselves and parents was good or very good. Special Needs teachers express more awareness of communication problems now than they did in 1980.

- Most teachers in the three groups were positive in rating how the school works with community associations and social service agencies.

APPENDIX A

TABLE 1

TEACHERS' PERCEPTIONS OF CLASS ACADEMIC ACHIEVEMENT COMPARED TO NORTH YORK AVERAGE

Question 3: Compared to North York elementary school averages as a whole, do you think children in your class or group achieve academically at the same level as children in parallel class placements?

Type of School	Definitely 1 %	2 %	3 %	4 %	Not at all 5 %	N.A.
Special Needs (1980)	6	20	27	32	10	4
Special Needs (1982)	2	7	21	47	20	3
Non Special Needs (1982)	26	22	20	17	9	5

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 96.4$, df = 4).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 73.1$, df = 4).

TABLE 2

TEACHERS' PERCEPTIONS OF SPECIAL LEARNING PROBLEMS AND SPECIAL LEARNING STRENGTHS

Question 4(a): What proportion of the children in your class or group have special learning problems (e.g. behavioural, developmental, perceptual, limited English, etc.)?

Type of School	Less than 10%	10-25%	26-50%	51-75%	76-90%	Over 90%	N.A.
	%	%	%	%	%	%	
Special Needs (1980)	5	31	26	10	8	20	0
Special Needs (1982)	3	19	34	15	10	18	1
Non Special Needs (1982)	31	34	13	2	2	14	5

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .05$ ($X^2 = 11.25$, $df = 5$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 107.2$, $df = 5$).

(b): special learning strengths (e.g. intellectually gifted, talented)?

Type of School	Less than 10%	10-25%	26-50%	51-75%	76-90%	Over 90%	N.A.
	%	%	%	%	%	%	%
Special Needs (1980)	- NO COMPARABLE DATA AVAILABLE -						
Special Needs (1982)	76	14	3	-	0	-	6
Non Special Needs (1982)	66	15	2	2	0	3	12

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

TABLE 3

TEACHERS' PERCEPTIONS OF INTERPERSONAL AND COMMUNICATION PROBLEMS WITHIN THEIR CLASSES

Question 5(a): In your perception, to what extent do the children in your class or group have problems in being sensitive to the feelings of others?

Type of School	No Problems 1 %	2 %	3 %	4 %	Very Serious Problems 5 %	N.A. %
Special Needs (1980)	4	11	21	33	29	1
Special Needs (1982)	3	19	43	26	8	1
Non Special Needs (1982)	9	34	36	14	4	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 41.33$, df = 4).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 27.71$, df = 4).

(b): respecting the rights of others?

Type of School	No Problems 1 %	2 %	3 %	4 %	Very Serious Problems 5 %	N.A. %
Special Needs (1980)	5	10	20	32	29	4
Special Needs (1982)	2	19	33	35	8	2
Non Special Needs (1982)	10	36	31	16	4	3

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 33.01$, df = 4).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 36.6$, df = 4).

TABLE 3

TEACHERS' PERCEPTIONS OF INTERPERSONAL AND COMMUNICATION PROBLEMS WITHIN THEIR CLASSES

(c): In your perception, to what extent do the children in your class or group have problems in being sensitive to children with special problems and handicaps?

Type of School	No Problems 1 %	2 %	3 %	4 %	Very Serious Problems 5 %	N.A. %
Special Needs (1980)	13	26	25	22	12	2
Special Needs (1982)	12	29	38	11	5	3
Non Special Needs (1982)	21	35	31	6	3	4

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .05$ ($X^2 = 13.18$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 15.5$, $df = 4$).

(d): working together co-operatively?

Type of School	No Problems 1 %	2 %	3 %	4 %	Very Serious Problems 5 %	N.A. %
Special Needs (1980)	4	16	23	35	20	2
Special Needs (1982)	3	21	36	29	9	1
Non Special Needs (1982)	13	36	30	15	5	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 15.87$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 32.7$, $df = 4$).

TABLE 3

TEACHERS' PERCEPTIONS OF INTERPERSONAL AND COMMUNICATION PROBLEMS WITHIN THEIR CLASSES

(e): In your perception, to what extent do the children in your class or group have problems in expressing their thoughts and feelings?

Type of School	No Problems 1 %	2 %	3 %	4 %	Very Serious Problems 5 %	N.A. %
Special Needs (1980)	4	11	21	29	33	1
Special Needs (1982)	7	18	31	34	9	2
Non Special Needs (1982)	15	32	27	16	8	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 33.6$, df = 4).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 27.8$, df = 4).

TABLE 4

TEACHERS' PERCEPTIONS OF THE MORAL AND CULTURAL VALUES OF THE CHILDREN IN THEIR CLASSES COMPARED TO THE "AVERAGE" NORTH YORK SCHOOL

Question 6(a): When compared to similarly placed children in what you consider to be the "average" North York school, to what extent do the children in your class or group differ in terms of moral values?

Type of School	No Difference 1 %	2 %	3 %	4 %	Great Difference 5 %	N.A. %
Special Needs (1980)	23	9	23	32	10	3
Special Needs (1982)	10	15	33	26	12	4
Non Special Needs (1982)	28	26	26	10	5	5

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 15.1$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 45.5$, $df = 4$).

(b): cultural values?

Type of School	No Difference 1 %	2 %	3 %	4 %	Great Difference 5 %	N.A. %
Special Needs (1980)	11	7	26	29	25	2
Special Needs (1982)	3	6	20	35	28	8
Non Special Needs (1982)	22	20	28	17	9	4

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .05$ ($X^2 = 10.08$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 77.6$, $df = 4$).

TABLE 5

TEACHERS' PERCEPTIONS OF THEIR PUPILS COMPARED TO THE NORTH YORK AVERAGE WITH REGARD TO LEARNING MOTIVATION, SELF CONCEPT AND CONFIDENCE, INTERPERSONAL SKILLS, TALENTS AND SKILLS, DISCIPLINE

In the 1980 survey, this question was asked in a slightly different format, i.e. teachers were asked to indicate the extent to which their students differed from similarly placed students in the average school. If, however, one considers ratings of "not different from children in the average school" as similar to ratings of "average" when compared to children in the average school, then it is possible to compare the current findings with the earlier results.

Question 7(a): Compare the children in your class or group with similarly placed children in what you consider to be the "average" North York school in terms of motivation to learn.

Type of School	Below Average %	Average %	Above Average %	N.A. %
Special Needs (1980)	(24% of teachers rated their students as "not different" from children in the average school.)			
Special Needs (1982)	41	53	4	2
Non Special Needs (1982)	20	55	23	2

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 67.89$, $df = 6$).

TABLE 5

TEACHERS' PERCEPTIONS OF THEIR PUPILS COMPARED TO THE NORTH YORK AVERAGE WITH REGARD TO LEARNING MOTIVATION, SELF CONCEPT AND CONFIDENCE, INTERPERSONAL SKILLS, TALENTS AND SKILLS, DISCIPLINE

(b): Compare the children in your class or group with similarly placed children in what you consider to be the "average" North York school in terms of self concept and confidence.

Type of School	Below Average %	Average %	Above Average %	N.A. %
Special Needs (1980)	(24% of teachers rated their students as "not different" from children in the average school.)			
Special Needs (1982)	52	43	3	2
Non Special Needs (1982)	21	58	18	2

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 102.5$, $df = 6$).

(c): ability to get along with others.

Type of School	Below Average %	Average %	Above Average %	N.A. %
Special Needs (1980)	(31% of teachers rated their students as "not different" from children in the average school.)			
Special Needs (1982)	48	50	1	2
Non Special Needs (1982)	21	61	16	2

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 67.03$, $df = 5$).

TABLE 5

TEACHERS' PERCEPTIONS OF THEIR PUPILS COMPARED TO THE NORTH YORK AVERAGE WITH REGARD TO LEARNING MOTIVATION, SELF CONCEPT AND CONFIDENCE, INTERPERSONAL SKILLS, TALENTS AND SKILLS, DISCIPLINE

(d): Compare the children in your class or group with similarly placed children in what you consider to be the "average" North York school in terms of talents and skills.

Type of School	Below Average %	Average %	Above Average %	N.A. %
Special Needs (1980)	(37% of teachers rated their students as "not different" from children in the average school.)			
Special Needs (1982)	37	57	4	2
Non Special Needs (1982)	17	68	13	2

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($\chi^2 = 44.9$, df = 5).

(e): discipline problems.

Type of School	Below Average %	Average %	Above Average %	N.A. %
Special Needs (1980)	(22% of teachers rated their students as "not different" from children in the average school.)			
Special Needs (1982)	35	34	29	2
Non Special Needs (1982)	30	58	9	2

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 45.41$, df = 7).

TABLE 6

TEACHERS' PERCEPTIONS OF THE EXTENT OF DIFFERENCES BETWEEN THE VALUE SYSTEMS OF THE HOME AND THOSE OF THE SCHOOL

Question 8: To what extent do you think there are serious differences between the value system children are exposed to at school and the one they are exposed to at home?

Type of School	No Serious Differences 1 %	2 %	3 %	4 %	Serious Differences 5 %	N.A. %
Special Needs (1980)	-	7	26	46	18	2
Special Needs (1982)	1	9	23	42	21	4
Non Special Needs (1982)	15	19	24	28	12	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 40.67$, $df = 4$).

TABLE 7

TEACHERS' PERCEPTIONS OF THE EXTENT OF DIFFERENCES IN METHODS OF DISCIPLINE BETWEEN HOME AND SCHOOL

Question 9: To what extent do you think there are serious differences between methods of discipline in school and those of the children's homes?

Type of School	No Serious Differences 1 %	2 %	3 %	4 %	Serious Differences 5 %	N.A. %
Special Needs (1980)	-	6	23	57	9	4
Special Needs (1982)	2	4	16	42	34	3
Non Special Needs (1982)	8	19	24	35	13	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 28.03$, $df = 3$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 51.4$, $df = 4$).

TABLE 8

TEACHERS' PERCEPTIONS OF THE EXTENT OF CULTURAL OR RACIAL CONFLICTS

Question 10(a): To what extent are there cultural or racial conflicts in your school among students?

Type of School	No Conflicts 1 %	2 %	3 %	4 %	Very Serious Conflicts 5 %	N.A. %
Special Needs (1980)	(21% answered "No" and 67% answered "Yes" regarding whether such conflicts occur.)					
Special Needs (1982)	8	31	38	18	3	2
Non Special Needs (1982)	19	44	25	9	1	1

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 26.3$, df = 3).

(b): among staff?

Type of School	No Conflicts 1 %	2 %	3 %	4 %	Very Serious Conflicts 5 %	N.A. %
Special Needs (1980)	(87% answered "No" and 4% answered "Yes" regarding whether such conflicts occur.)					
Special Needs (1982)	69	25	4	1	-	2
Non Special Needs (1982)	75	16	5	-	1	3

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

(c): between students and staff?

Type of School	No Conflicts 1 %	2 %	3 %	4 %	Very Serious Conflicts 5 %	N.A. %
Special Needs (1980)	(66% answered "No" and 14% answered "Yes" regarding whether such conflicts occur.)					
Special Needs (1982)	42	35	14	5	-	4
Non Special Needs (1982)	60	26	9	2	-	2

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 11.51$, df = 3).

TABLE 9

TEACHERS' PERCEPTIONS OF ADEQUACY OF RESOURCE ALLOCATION IN SCHOOLS

Question 11(a): How adequate is the resource allocation in your school for special education?

Type of School	Very Inadequate 1 %	2 %	3 %	4 %	Very Adequate 5 %	Do Not Know %	N.A. %
Special Needs (1980)	6	20	26	24	16	4	4
Special Needs (1982)	17	20	20	19	15	5	4
Non Special Needs (1982)	11	13	21	20	25	6	3

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

(b): English as a Second Language (ESL)?

Type of School	Very Inadequate 1 %	2 %	3 %	4 %	Very Adequate 5 %	Do Not Know %	N.A. %
Special Needs (1980)	21	23	24	13	9	6	3
Special Needs (1982)	17	17	26	17	17	5	2
Non Special Needs (1982)	28	13	17	16	11	5	10

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .05$ ($X^2 = 12.22$, $df = 5$).

TABLE 9

TEACHERS' PERCEPTIONS OF ADEQUACY OF RESOURCE ALLOCATION IN SCHOOLS

(c): How adequate is the resource allocation in your school for English as a Second Language-Dialect (ESL/D)?

Type of School	Very Inadequate 1 %	2 %	3 %	4 %	Very Adequate 5 %	Do Not Know %	N.A. %
Special Needs (1980)	2[illegible]	24	17	10	9	13	4
Special Needs (1982)	15	18	24	16	12	9	6
Non Special Needs (1982)	19	12	13	9	8	17	22

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 17.9$, $df = 5$).

(d): enrichment?

Type of School	Very Inadequate 1 %	2 %	3 %	4 %	Very Adequate 5 %	Do Not Know %	N.A. %
Special Needs (1980)	20	21	26	14	8	8	4
Special Needs (1982)	23	22	19	12	8	10	6
Non Special Needs (1982)	17	18	20	20	13	6	6

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

TABLE 10

TEACHERS' PERCEPTIONS OF THE DEMANDS OF WORKING IN THEIR SCHOOL AS COMPARED TO OTHER SCHOOLS

Question 12: In your view, is working in your school more demanding than in other schools?

Type of School	No More Demanding 1 %	2 %	3 %	4 %	Much More Demanding 5 %	N.A. %
Special Needs (1980)	10	10	13	22	42	3
Special Needs (1982)	4	4	11	33	47	1
Non Special Needs (1982)	36	12	20	17	12	3

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .05$ ($X^2 = 13.07$, df = 4).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 115.57$, df = 4).

TABLE 11

TEACHERS' PERCEPTIONS OF THE MORALE OF THE TEACHING STAFF IN THEIR SCHOOLS

Question 13: How would you rate the morale of the teaching staff in your school?

Type of School	Very High 1 %	2 %	3 %	4 %	Very Low 5 %	N.A. %
Special Needs (1980)	11	27	32	23	5	1
Special Needs (1982)	14	26	38	15	4	2
Non Special Needs (1982)	12	22	30	25	10	1

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is is significant at $p < .01$ ($X^2 = 14.57$, $df = 4$).

TABLE 12

TEACHERS' PERCEPTION OF SCHOOL/COMMUNITY RESPONSIBILITY FOR EXTRA CURRICULAR ACTIVITIES

Question 14: What should be the responsibility of the school system in providing the following:

(a) early riser programs (supervision before 8:45 a.m.)

Type of School	Shared Responsibility					
	Full Responsibility %	Providing Additional Staff or Funds %	Providing School Space %	Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	3	9	32	25	25	6
Special Needs* (1982)	3	16	36	52	24	2
Non Special Needs (1982) *	4	14	33	39	38	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 10.55$, $df = 4$).

(b) supervision of children for parent-teacher meetings

Type of School	Shared Responsibility					
	Full Responsibility %	Providing Additional Staff or Funds %	Providing School Space %	Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	9	14	32	11	29	4
Special Needs (1982)	12	26	36	27	20	4
Non Special Needs (1982)	5	13	28	17	49	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 17.10$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 45.46$, $df = 4$).

* Respondents indicated more than one answer, therefore, the percentages total more than 100.

TABLE 12

TEACHERS' PERCEPTION OF SCHOOL/COMMUNITY RESPONSIBILITY FOR EXTRA CURRICULAR ACTIVITIES

What should be the responsibility of the school system in providing the following:

(c) breakfasts

Type of School	Full Responsibility %	Shared Responsibility: Providing Additional Staff or Funds %	Shared Responsibility: Providing School Space %	Shared Responsibility: Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	1	8	22	21	44	4
Special Needs (1982)	1	14	23	44	39	3
Non Special Needs (1982)	1	6	12	31	62	4

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .05$ ($X^2 = 11.82$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 26.51$, $df = 4$).

(d) lunches

Type of School	Full Responsibility %	Shared Responsibility: Providing Additional Staff or Funds %	Shared Responsibility: Providing School Space %	Shared Responsibility: Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	4	8	39	28	35	5
Special Needs (1982)	3	20	36	45	23	1
Non Special Needs (1982)	2	22	33	32	31	3

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 18.47$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

TABLE 12

TEACHERS' PERCEPTION OF SCHOOL/COMMUNITY RESPONSIBILITY FOR EXTRA CURRICULAR ACTIVITIES

What should be the responsibility of the school system in providing the following:

(e) supervision of children on professional development days

Type of School	Full Responsibility %	Shared Responsibility: Providing Additional Staff or Funds %	Shared Responsibility: Providing School Space %	Shared Responsibility: Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	2	5	20	33	35	5
Special Needs (1982)	5	19	29	56	17	2
Non Special Needs (1982)	2	9	23	35	51	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 33.07$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 56.25$, $df = 4$).

(f) after school activities

Type of School	Full Responsibility %	Shared Responsibility: Providing Additional Staff or Funds %	Shared Responsibility: Providing School Space %	Shared Responsibility: Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	11	25	39	17	7	1
Special Needs (1982)	7	25	44	55	10	1
Non Special Needs (1982)	6	17	40	24	24	3

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 26.90$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 18.96$, $df = 4$).

TABLE 12

TEACHERS' PERCEPTION OF SCHOOL/COMMUNITY RESPONSIBILITY
FOR EXTRA CURRICULAR ACTIVITIES

What should be the responsibility of the school system in providing the following:

(g) nursery school services

Type of School	Full Responsibility %	Shared Responsibility: Providing Additional Staff or Funds %	Shared Responsibility: Providing School Space %	Shared Responsibility: Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	4	8	41	26	16	4
Special Needs (1982)	4	19	36	52	20	2
Non Special Needs (1982)	1	12	28	37	42	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .05$ (X^2 12.81, df = 4).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 29.25$, df = 4).

(h) Saturday morning programs

Type of School	Full Responsibility %	Shared Responsibility: Providing Additional Staff or Funds %	Shared Responsibility: Providing School Space %	Shared Responsibility: Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	1	4	40	26	24	4
Special Needs (1982)	1	9	36	47	33	1
Non Special Needs (1982)	-	8	24	26	57	2

Note: The difference between Special Needs (1980) and Special Needs (1992) is significant at $p < .05$ ($X^2 = 9.55$, df = 4).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 30.72$, df = 4).

TABLE 12

TEACHERS' PERCEPTION OF SCHOOL/COMMUNITY RESPONSIBILITY FOR EXTRA CURRICULAR ACTIVITIES

What should be the responsibility of the school system in providing the following:

(i) parenting programs

Type of School	Shared Responsibility					
	Full Responsibility %	Providing Additional Staff or Funds %	Providing School Space %	Developing Services Through Community Agencies %	No Responsibility %	N.A. %
Special Needs (1980)	8	18	36	29	6	2
Special Needs (1982)	3	25	34	60	11	2
Non Special Needs (1982)	5	17	31	51	24	2

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant at $p < .01$ ($X^2 = 18.15$, $df = 4$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 16.68$, $df = 4$).

TABLE 13

TEACHERS' DESCRIPTION OF THE COMMUNICATION BETWEEN THEMSELVES AND THE PARENTS OF THEIR STUDENTS

15. How would you describe the communication between the parents of your students and yourself?

Type of School	Very Good 1 %	2 %	3 %	4 %	Very Poor 5 %	Does Not Apply %	N.A. %
Special Needs (1980)	27	37	22	9	2	2	
Special Needs (1982)	21	34	30	10	1	3	1
Non Special Needs (1982)	34	40	20	3	1	2	1

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is significant $p < .01 (X^2 = 18.59, df = 4)$.

TABLE 14

TEACHERS' PERCEPTIONS OF THE SCHOOL'S EFFECTIVENESS IN COMMUNICATING WITH PARENTS ON SCHOOL ORGANIZATION AND CHILDREN'S PROGRESS

Question 16: How effective do you think your school is in communicating with parents about topics such as the way the school is organized, how children progress through the grades?

Type of School	Very Successful 1 %	2 %	3 %	4 %	Not at all Successful 5 %	Do Not Know %	N.A. %
Special Needs (1980)	21	35	25	13	4	2	1
Special Needs (1982)	40	27	37	12	2	8	1
Non Special Needs (1982)	16	35	37	5	3	3	1

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

TABLE 15

PERCENTAGE OF PARENTS ATTENDING PARENT-TEACHER CONFERENCES

Question 17: What percentage of parents of the children in your class usually attend parent-teacher conferences?

Type of School	Less Than 10%	10-25%	26-50%	51-75%	76-90%	Over 90%	Does Not Apply	N.A.
	%	%	%	%	%	%	%	%
Special Needs (1980)	2	8	12	17	23	29	7	1
Special Needs (1982)	7	12	15	23	18	15	6	4
Non Special Needs (1982)	3	9	9	12	20	41	3	3

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant $p < .01$ ($X^2 = 15.99$, $df = 5$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant $p < .01$ ($X^2 = 38.55$, $df = 5$).

TABLE 16

TEACHER RATINGS ON SCHOOL AND COMMUNITY ASSOCIATION WORKING TOGETHER

Question 18(a): How well do you think the school and community association work together?

Type of School	Very Well 1 %	2 %	3 %	4 %	Very Poorly 5 %	Do Not Know %	N.A. %
Special Needs (1980)	11	20	29	13	11	12	2
Special Needs (1982)	15	21	28	11	4	19	2
Non Special Needs (1982)	15	19	26	10	6	21	3

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

(b): How well do you think the school and social service agencies work together?

Type of School	Very Well 1 %	2 %	3 %	4 %	Very Poorly 5 %	Do Not Know %	N.A. %
Special Needs (1980)	17	25	33	6	8	11	-
Special Needs (1982)	17	23	24	8	1	26	-
Non Special Needs (1982)	8	23	27	10	3	28	1

Note: The difference between Special Needs (1980) and Special Needs (1982) is not significant.

The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

TABLE 17

SCHOOL AWARENESS OF COMMUNITY NEEDS AND CONCERNS

Question 19.: In general, to what extent do you think the school is aware of the needs and concerns of the community?

Type of School	To A Great Extent 1 %	2 %	3 %	4 %	Not At All 5 %	Do Not Know %	N.A. %
Special Needs (1980)	33	39	17	9	1	1	1
Special Needs (1982)	41	34	18	4	-	3	-
Non Special Needs (1982)	24	37	28	4	2	4	1

Note: The difference between Special Needs (1980) and Special Needs (1982) is significant $p < .05$ ($X^2 = 7.84$, $df = 3$).

The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 13.83$, $df = 3$).

TABLE 18

PARTICIPATION OF PARENTS IN SCHOOL DECISIONS

Question 20(a): Considering that the Board has adopted a community schools approach, to what extent do you think parents should participate in decisions about curriculum and program?

Type of School	Full Participation 1 %	2 %	3 %	4 %	Not At All 5 %	N.A. %
Special Needs (1982)	6	8	34	27	24	1
Non Special Needs (1982)	5	14	28	31	19	3

Note: The difference between Special Needs Schools (1982) and Non Special Needs Schools (1982) is not significant.

(b): in decisions about school staffing?

Type of School	Full Participation 1 %	2 %	3 %	4 %	Not At All 5 %	N.A. %
Special Needs (1982)	2	8	23	20	46	1
Non Special Needs (1982)	10	7	23	23	34	3

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is significant at $p < .01$ ($X^2 = 14.2$, $df = 4$).

(c): in decisions about placement of their own children?

Type of School	Full Participation 1 %	2 %	3 %	4 %	Not At All 5 %	N.A. %
Special Needs (1982)	10	9	33	24	23	1
Non Special Needs (1982)	12	15	31	24	16	3

Note: The difference between Special Needs (1982) and Non Special Needs (1982) is not significant.

Note: This question was not asked in the 1980 survey.

APPENDIX B

The following excerpt is taken from the 1982 Special Needs Annual Report:

"Evaluation Procedures

The Special Needs Evaluation Committee was given the responsibility to obtain information about levels of academic achievement and self-concept in each of the Priority One Special Needs Schools. Tests and methods were selected in consultation with appropriate Board staff. ... The pretesting of all students at the selected grade levels grade three and grade six, has been completed. Data analysis of Reading and Self-Concept test scores is completed and those for Mathematics are presently being analysed.

...

In the Special Needs Study (1980) the principals and teachers had expressed serious concern about the academic performance of students in Priority One Schools. They reported that their students, upon completion of the elementary school experience, were approximately two grades behind in reading. Reading Test results indicate that their assessment was extremely accurate. Most Grade 3 and Grade 6 students in the Priority One Special Needs Schools are reading below the expected level for their grade placement. The school averages for students tested in November of their Grade 3 year varied from Grade 2.0 to Grade 2.5, while scores for students in Grade 6 ranged near grade level to more than three grades below expectation."

(See pages 1, 15)

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